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ABSTRACT

A study was conducted to identify and analyze the involvement of secondary vocational education and business and industry in joint partnership agreements in Tennessee. Vocational administrators (n=94), teachers (n=53), and business and industry persons (n=22) responded to questionnaires, representing response rates of 81%, 77%, and 39% respectively. Descriptive statistics such as means and percentages were used to report the findings. The study found that a wide variety of joint partnership agreements are in operation in the state between secondary vocational education and business and industry. The respondents were in general agreement with respect to benefits for vocational education and for business and industry to be derived from entering into joint partnership agreements. No significant differences in perception of the benefits were found between the two groups. The majority of the respondents were not able to provide specific goals and objectives of their joint partnership agreement. However, participation in joint partnership agreements is mutually beneficial for secondary vocational education and business and industry. The study concluded that joint partnerships should be encouraged. More formal agreements with specific goals and objectives should be formulated to help all parties involved to be more effective. A model was developed along with suggested steps for the various phases of joint agreements. (Includes 18 references and the questionnaires.) (Author/KC)

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RESEARCH IN TENNESSEE SECONDARY VOCATIONAL-TECHNICAL EDUCATION

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PRIVATE SECTOR INITIATIVES TO MODERNIZE VOCATIONAL EDUCATION

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PRIVATE SECTOR INITIATIVES
TO MODERNIZE VOCATIONAL EDUCATION

August 1989

By

Don E. McNelly and Mary Ann Searle

PRIVATE SECTOR INITIATIVES TO MODERNIZE VOCATIONAL EDUCATION

A Research Study Identifying the Involvement of Secondary Vocational Education Programs in Tennessee With Business and Industry

Principal Investigators: Don E. McNelly
Mary Ann Searle

The views, opinions, and/or findings expressed by the Authors are those of the Authors and should not be construed as an official Tennessee Department of Education or The University of Tennessee position, policy or recommendation. The research study was made possible with funds provided by the Division of Vocational-Technical Education, Tennessee State Department of Education, Graduate Assistants by the Department of Technological and Adult Education and personal professional time by the faculty members.

PREFACE

Several individuals have made contributions to initiating the research projects. Special recognition is hereby extended to the State Staff. Mr. Marvin Flatt, Assistant Commissioner for Vocational-Technical Education, Tennessee State Department of Education, Mr. Russell Smith, Administrative Assistant and Director of Field Services, and Mr. Jim Vinson, Director of Program Planning and Development. Special recognition is also extended to Dr. Gerald Cheek, Professor and Chairperson for the Department of Technological and Adult Education, University of Tennessee - Knoxville for technical advice and departmental support for graduate assistants to help conduct the studies. The research projects would not have been possible without their support and assistance. Many local vocational administrators assisted by providing primary information or lists of names and addresses for securing additional information.

Seventeen potential research topics were gleaned from the Carl D. Perkins Vocational Education Act as being areas of interest for vocational education. The state staff identified six topics for first year priority. The research was conducted through the State Vocational Program Evaluation Project with various UTK professors invited to participate and graduate assistants provided by the department of Technological and Adult Education. The studies were conducted for the purpose of helping to secure information of interest and use by the State staff. Restrictions were placed upon each study with respect to the funding made available. The scope of this study and the other studies were confined to operate within the budgeting constraints. No graduate student used the data for a dissertation or thesis.

Secondary vocational-technical education is serving many secondary students in Tennessee. This research report should provide information to policy makers and planners to assist them in their efforts to continue to provide quality vocational-technical education for all secondary students in Tennessee.

Don E. McNelly
Director
State Secondary Vocational
Program Evaluation Project and
Principal Investigator

ABSTRACT

The purposes of the study were to identify and analyze the involvement of secondary vocational education and business and industry in joint partnership agreements in Tennessee. Vocational administrators and teachers and business and industry persons responded to questionnaires. Descriptive statistics such as means and percentages were used to report the findings.

A wide variety of joint partnership agreements are in operation in Tennessee, between secondary vocational education and business and industry. The respondents to the questionnaires were in general agreement with respect to benefits for vocational education and for business and industry for entering into and establishing joint partnership agreements. No significant differences were found between the two groups on their perception of the benefits. The majority of the respondents were not able to provide specific goals and objectives of their joint partnership agreement. However, the participation in joint partnership agreements are mutually beneficial for secondary vocational education and business and industry.

Joint partnerships between secondary vocational education and business and industry should be encouraged. More formal agreements with specific goals and objectives will assist all parties involved to be more effective and efficient. A suggested model was developed along with suggested steps for the various phases of joint agreements. Subsequent joint partnership agreements following the suggested model will better enable local secondary vocational education programs to offer more relevant quality vocational education to meet the changing demand for skilled workers.

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INTRODUCTION

President Reagan's National Task Force for Private Sector Initiatives and the passage of the Job Training Partnership Act of July 1983 reminded vocational educators and businesspeople that collaboration between the public and private sectors is a goal on the national level. According to the literature sources, in the future, it is expected that business and education collaborative efforts will go far beyond the cooperative efforts of the past. Educators and businesspeople will be involved in more organized education/business partnerships to see that industries and their employees are better able to adapt to the rapid changes in technology, as our society moves from an industrial society to an information society.

Secondary vocational-technical education in Tennessee has enjoyed the participation of local citizens from business and industry through the utilization of advisory committees. The effectiveness and involvement of local advisory committees varies from one educational system to another. Many local vocational-technical education personnel have recognized the need for and benefits from more specific assistance from business and industry representatives by entering into joint partnership agreements. A variety of partnership agreements are presently in operation in Tennessee.

Statement of the Problem

Local vocational educators have been encouraged to implement joint partnership agreements by educators, politicians and representatives from business and industry. Some systems were provided funds to implement joint partnership agreements while others initiated agreements

without additional funding. No official guidelines or suggested models were available to assist the local vocational personnel to implement such programs. No data were available to indicate the level or scope of joint partnerships in the State.

Purpose of the Study

The purposes of this study were to:

1. Ascertain the number and type of local secondary vocational technical education programs with joint partnership agreements with business and industry in Tennessee.
2. Identify and codify goals, objectives and details of the various joint partnership agreements.
3. Identify the perceived benefits to vocational education and business and industry for participating in a joint partnership agreement.
4. Compare the responses of the vocational education and business and industry respondents.
5. Develop a suggested model for vocational-technical education programs to use in implementing and operating a joint vocational education/business and industry agreement.

Limitations

This study involved vocational education administrators from 126 systems. Only respondents with joint partnership agreements were sent the second questionnaire. Other constraints include:

1. The accuracy of the self-reported data from secondary vocational education and business and industry personnel;

2. The manner in which the secondary vocational and business and industry persons interpreted and responded to the items on the second questionnaire.
3. The scope of this study was confined to operate within the budgeting constraints.

CONTEXT FOR STUDY

This study is one of six included in the state secondary vocational program evaluation project. Each research topic was conducted to provide data and information to the State staff. The topics are interrelated through secondary vocational-technical education in Tennessee.

The following review of literature includes a description of the history and background of the development of formalized vocational education/business partnerships. Characteristics of successful vocational education/business partnerships are included to provide a means for evaluating similar existing partnerships. In addition, several examples of similar studies are included that describe the research efforts of the forerunners of this study.

Review of Related Literature

Packard (1985) states President Reagan's National Task Force for private sector initiatives and the passage of the Job Training Partnership Act of July 1983 remind vocational educators and businesspeople that collaboration between the public and private sector is a goal on the national level. In the near future, this could become a mandatory provision for future vocational education acts. It is expected that the collaboration will go far beyond the cooperative efforts of the past decades; collaborative arrangements will allow business and industry to join in providing training, share in authority for what is done, and be held equally responsible for the outcomes.

Business and industry will no longer be involved in just advising and assisting vocational educators; they will be actively pursuing a partnership, so educational institutions can be more responsive to

national and international economic trends. The most prominent of these trends has been the changes in jobs from the industrial society to the information society. Business and education will need to work together collaboratively to see the industries and their employees are able to adapt to the rapid changes in technology now and in the future.

Education Reform Issues - Need for Partnerships

Seely (1984), Mann (1987), Roosevelt Center for American Policy Studies (1985), Burke (1986), and Theede (1985) made reference to the concerns for education reform. They cite A Nation At Risk (1983) as the major challenge brought to the educational system; indeed, the message was clear. Our country was in danger of becoming a "Nation At Risk," and a major reorganization for the current educational system was becoming more and more necessary. This reorganization plan challenged our educational leaders to form more business/education partnerships, to better enable our country to compete in the global market. Society had seen education as a failure because other countries were said to provide more technically skilled graduates. With this lack of skilled graduates, the United States would be unable to keep up with the changes in technology and in danger of losing our competitiveness. Therefore, in the next twenty years, our educational institutions are being challenged to provide highly technical skilled graduates who will be flexible and adaptable in the work force. The literature sources agreed that this need for educational reform can be met with the development of more organized business/education partnerships. It should be noted that Mann (1987) stated business can not "reform" education, but business and industry leaders may be willing to make small contributions for specific projects.

Changes Leading to the Development of Partnerships

Timpane (1984), Galagan (1988), and Roosevelt Center for American Policy Studies (1985) listed changes leading to the development of more organized business/education partnerships. The statistics stated are alarming and demonstrate the fact that our current educational system can not stand still; progress needs to be made. These literature sources feel business/education partnerships can work toward meeting the needs of business and education in the future. The changes leading to the development of more organized business/education partnerships included the following:

1. Growth of the United States workforce is steadily decreasing; as the "baby boomers" grow older and older workers choose early retirement. There will be 20% fewer high school graduates in 1990 than in 1980.
2. The proportion of women in the labor force is predicted to decrease in time.
3. More technological skills will be needed by business and industry to keep up with the changes in technology.
4. Our society will need higher worker productivity to compete in the global market.
5. Schools will be required to do the bulk of generalized training, so business and industry can concentrate on specialized training. At this time, 1 out of 3 companies are doing "basic skills" training for incompetent, poorly trained employees.
6. A new idea for business is to get involved in the education of youngsters before having to remediate employees in the

workplace. They want to concentrate on "life and work skills," such as cooperation, team building, problem solving, self-confidence, decision making, commitment, and boldness in developing new ideas and approaches. These skills are often not taught in the high schools, unless a students takes vocational education courses.

7. The United States economy is no longer based primarily on agriculture and manufacturing; services and information jobs are providing the growth for new jobs. Educational institutions have not kept up with the changing nature of the United States economy. Our schools are still organized and operate on the basis of an industrial society rather than an information society.

8. As of 1985, 23 million Americans were functionally illiterate, and 2.3 million people were expected to join this pool of illiterates each year.

9. College entrance test scores (ACT and SAT) are steadily declining each year even though high school graduation requirements are increasing for the academic courses. The implications for vocational education are not determined in the current literature base.

10. Over 30% of American high school students drop out before graduation; a majority of states are seeing this percentage increase year after year.

Development of Partnerships

Mann (1987) and Turnbaugh (1987) indicate business/education partnerships can and do vary tremendously across the country. The

sizes, scopes, goals, and numbers of people and businesses involved are different in urban, suburban, and rural areas throughout the country. These collaborative efforts range from imaginative, well-planned and implemented programs to attractive business public relations efforts that lack substance. Mann (1987) noted that big city urban areas allow for more mobilization and involvement, yet non-urban small towns are more difficult for business and industry to break into.

Goals of Partnerships

Danzberger and Usdan (1984) cited goals developed by 10,000 Atlanta citizens in open forums for the development of business/education partnerships. The citizens believed the following goals should be priorities in their school systems.

1. To improve the 3 R's, speaking, and listening skills of students.
2. To assist students in preparing for jobs and careers.
3. To allocate resources for the school system equitably throughout the city.
4. To improve communications between educational staff and business, educational staff and students, and educational staff among themselves.

These authors offered some feedback as to how the above goals were accomplished in Atlanta. The Superintendent took an active role in the program and provided good leadership and public relations for the development of business/education partnerships. The schools combined with higher education institutions to provide a means for staff development. Parents of school-age children became actively involved in PTA groups and provided support and public relations for the development

of business/education partnerships. Religious organizations provided tutoring and social services for students and literacy training for parents. Businesspeople helped set standards for employable workers and were involved in adopt-a-school programs and magnet schools. Staff development activities were provided by the businesspeople in their areas of expertise.

These authors also noted some weaknesses of the Atlanta programs goals and goal accomplishment. The partnerships were geared more toward short-term commitments than long-term commitments. There were not enough staff development to fully prepare teachers to better serve their students. More public relations were needed to the community. Some critics felt the idea of business/education partnerships was a "faddish" idea and businesses were trying to "take over" the educational process and institutions.

Characteristics of Good Partnerships

Several of the literature sources noted that certain characteristics set good business/education partnerships apart from the ones that are just mere public relations ploys. Turnbaugh (1987), Clark (1987), Burke (1986), Page (1987), Danzberger and Usdan (1984), and Timpane (1984), showed agreement that the following characteristics are important for business/education partnerships to be successful and productive for all parties involved:

1. Good communications and collaboration with both business leaders and educators to discuss needs and goals.
2. Opportunities for business work sites for students.
3. Grants for school improvement projects by government and business and industry.

4. Curriculum training and curriculum development for teachers and principals by businesspeople.
5. Policy making through political action.
6. Belief that businesspeople understand the needs of schools and belief that educators understand the needs of business and industry.
7. Mutual respect for business and education.
8. Specific time lines for goals and objectives.
9. Evaluation and feedback from educators, businesspeople, and students; no specific follow-up means, mentioned.
10. Educational administrators who support partnerships and will initiate involvement if necessary (i.e., superintendents, vocational education directors, school principals, curriculum coordinators, etc.).
11. Parent involvement programs to supplement the business and education involvement.
12. Literacy training for students and parents.
13. Good public relations campaigns.
14. Addresses problems in education and business equally.
15. Relates problem solutions to the private sector.
16. Use of upgraded instructional materials and methods.

Benefits of Partnerships to Education and Business

Burke (1986) noted many educators do not get involved in partnerships because they do not believe businesspeople understand the school system and would be quick to criticize the efforts of educators. In essence, businesspeople would encroach on the image of educators. He feels these fears were calmed down when A Nation at Risk (1984) and

President Reagan's "Partners in Education" program were initiated. These movements basically stated it was time for partnerships to be used because all parties could benefit.

Burke (1986), Page (1987), and Packard (1985) encourage the use of business/education partnerships because both business and education can benefit in different ways. There is agreement that the following benefits are available for business and businesspeople involved in partnerships.

1. Social responsibility/community service.
2. Getting the most out of their tax investments.
3. A more reliable and continuing supply of people educated to work in the ever changing workforce.
4. Reduced training costs and time for well-trained employees.
5. Access to curriculum and training resources for small business.
6. Personal satisfaction of being a part of the educational team.
7. Personal satisfaction found in helping people become successful (especially when working one-on-one with students).

Packard (1985) also states benefits for educators that include the following:

1. Business become advocates of education (especially vocational education).
2. Less isolation from the community.
3. Access to resources for enriching and extending the educational process.

4. Employment opportunities for students.
5. Use of businesspeople's expertise for classroom instruction, field trips, and consulting.
6. Exposure for students to the "real world" opportunities.
7. Access to current equipment and facilities.
8. Access of student activity sponsors for travel, awards, judging of events, and student organizations.
9. Opportunity for professional staff development.
10. Opportunity for summer employment.
11. Financial aid grants for the betterment of the educational process.

Steps to Getting Partnerships Started

Mykleby (1987), High and Smith (1987), Wilson and Russman (1986), and Theede (1985) offered step-by-step procedures for educators forming exemplary partnerships that possess the characteristics listed above. The following is a step-by-step approach:

1. Brainstorm a "wish list."
2. Brainstorm a list of business and industry leaders to approach for involvement.
3. Conduct an aggressive public relations campaign to contact these business and industry leaders (use parents as promoters, communicators, and decision makers).
4. Invite the businesspeople to the school to discuss partnership ideas and benefits to education and business. Stress the benefits they can receive from being involved in the educational process.

5. Develop a steering committee (of business and education leaders) to set goals, time lines, and common terminology.
6. Be sensitive to the obligations of businesspeople (their business is #1 priority).
7. Be flexible and compromise on rules and policies.
8. Conduct a training workshop for teachers and business volunteers.
9. Give teachers release time to do lesson planning with business volunteers.
10. Establish a team spirit among the educators and businesspeople.
11. Encourage financial support for the partnerships.
12. Show businesspeople they are appreciated throughout the year (formal and informal signs of appreciation).
13. Monitor the progress of the partnership throughout the year.
14. Allow all parties to monitor progress and evaluate the partnership and provide feedback throughout the year and at the end of the year.
15. Encourage a long-term commitment from the business leaders and begin to work on the goals for the following year.

Specific Partnerships

Several of the literature sources, including Packard (1985), Galagan (1988), High and Smith (1987), Justig and Kameen (1986), and Mykleby (1987), reported on specific partnerships in existence at the time of their writings. The following is a partial list of the specific partnerships.

Honeywell-Hopkins, Minnesota - An elementary school cooperated with Honeywell employees to educate students in math and science.

U.S. Navy - Conducts a teachers' academy where business volunteers do business training for teachers, hosts Special Olympics sports competitions for handicapped students, collects food for needy families, and volunteers do tutoring for students on Saturdays.

Digital Equipment Corporation - Oxford, Massachusetts - This corporation combines academic instruction on a regular high school campus with training on-site for entry level positions in high technology fields.

Hewlett-Packard - Sunnyvale, California - This branch allows high-achieving students from third to twelfth grades to study engineering and computer design after school, and employees are encouraged to donate equipment to schools (HP will pay 75% of the price up to $20,000).

Adopt-A-School programs throughout the country - There are various adopt-a-school programs that involve all different types of business and schools, including newspapers, hospitals, garden clubs, railroad companies, real estate businesses, free-lance artists, etc. (usually on the elementary school level).

The Academy of Finance New York - An "academy" was set up for financial institutions to join together and provide financial support for the public schools, provide teacher training, offer summer jobs to teachers and students, and contribute to curriculum development.

Shell Oil as a corporation - Shell Oil donated $11 million to educational programs and grants in 1987. This company's commitment to education includes adopt-a-school programs, business volunteers teaching at local schools and school-based programs designed to increase minority

and female participation in math and science.

Ogilvy and Mather, a New York City advertising agency, conducts partnerships to train and hire graphic arts students for careers in advertising.

Aetna Life and Casualty Company in Hartford, Connecticut, the corporate headquarters for Aetna, conducts a Saturday Academy where students come on-site with a parent to study computer literacy, math and science, and oral communications skills.

The above specific partnerships are a sampling from the literature sources of the types of business/education partnerships currently being developed throughout the country. They all are designed with different goals, objectives and outcomes that provide benefits to education and business. Some commonalities do exist between these partnerships. Several are designed to educate students in math, the sciences, engineering, computer science, and the technology fields with the common goal of producing technically trained graduates. Some programs offer on-site tutoring, whereas others provide time for businesspeople to come to the schools and teach courses or do one-on-one tutoring. Several partnerships have a staff development component that presents teachers the opportunity to update their skills and knowledge and learn new technological skills and knowledge. Some partnerships provide financial support for the school system; school systems may spend the money where they see the most need and areas of highest priority (i.e., curriculum development, equipment, staff development, "at risk" student programs, etc.).

METHODOLOGY

The focus of this study was on (1) establishing the numbers and type of joint partnership agreements in Tennessee, (2) identifying the perceived benefits to vocational education and business and industry representatives for participating in a joint partnership agreement, (3) comparing the responses of the vocational education and business and industry respondents, (4) identifying and codify goals, objectives, and activities of the various joint partnership agreements, and (5) developing a suggested model for joint partnerships. Each purpose is discussed in this study.

Method of Study

School systems operating secondary vocational-technical programs in Tennessee were sent an invitation which sought their agreement to participate in the study. Thirteen school systems refused to participate in the study. Another 33 school systems did not respond to the invitation to participate in the study.

Instrumentation and Data Collection

Two questionnaires were developed to secure data and information. The first questionnaire, Vocational Director's Survey (see Appendix A), was mailed to the Vocational Directors who had agreed to participate. The Vocational Director's Survey was designed to secure initial data and to ascertain the operation of a joint partnership agreement which included the name and address for the principal persons involved. The second questionnaire, Private Sector Initiatives to Modernize Vocational Education (see Appendix B), was mailed to the principal persons identified in the first questionnaire. Self-addressed, stamped envelopes were provided to facilitate local handling.

One hundred twenty six vocational directors were mailed the first questionnaire. The population for this study consisted of the 126 local vocational directors for the first questionnaire and 124 for the second questionnaire. Educators and business and industry persons were mailed the second questionnaire. Names and addresses were provide for 68 persons in vocational education and 56 persons in business and industry. Of the 68 questionnaires mailed to principal vocational education personnel, 53 or 77% were returned in time for analysis purposes. Two questionnaires from vocational education personnel were received after the computer analysis was completed. Of the 56 questionnaires mailed to principal business and industry persons, 22 or 39% were submitted in time for inclusion in the data analysis. Four questionnaires were received from business and industry personnel after the data were analyzed. Therefore, 46% of the business and industry persons responded and 80% of the vocational education personnel responded.

Data Analysis

The completed questionnaire information was subjected to statistical analysis at the University of Tennessee - Knoxville computer center. Simple and inferential statistics were employed. The simple statistics included frequency counts, percentages, means and standard deviations. The inferential statistic included chi-square analysis to ascertain significant difference between the responses for vocational education respondents and business and industry respondents. The .05 level of significance was used for the chi-square analysis.

FINDINGS

Vocational Director's Survey

A total of 115 directors survey forms were mailed. Previously, 13 school systems had not agreed to participate in the study. Of the 115 mailed, a total of 94 or 81% were returned. Fifty nine or 62.8% of the vocational directors indicated their system was involved in joint partnership agreements with business and industry.

No partnerships were reported for 35 or 37.2% of the returned survey forms. Figure 1 provides a visual comparison of the systems reporting partnership agreements.

The number of vocational programs involved with partnership agreements was 163 or 2.7 programs per system. Which indicates the partnership agreements do involve multiple secondary vocational programs. Figure 2, presents the partnership agreement involvement by vocational programs. Trade and industry was the most frequently listed program with 32 or 19.6% of the vocational programs involved. Marketing education and vocational office education each had 29 or 17.8% of the reported programs. Health occupations had 26 or 16.0% of the programs. Home Economics programs had 20 or 12.3% of the programs reported and Agriculture had 18 or 11.0%. Industrial Arts programs involved was 9 or 5.5% of the total programs involved.

A variety of partnerships were reported by the directors for the vocational programs involved. A total of 201 types of activities were reported by the 59 directors. Figure 3 provides a visual of the types of activities included in the partnership agreements with business. Table 1 contains the total activities, the percent of the systems participating in each activity and the percent of the activity to the

Secondary Vocational Education Business Partnerships

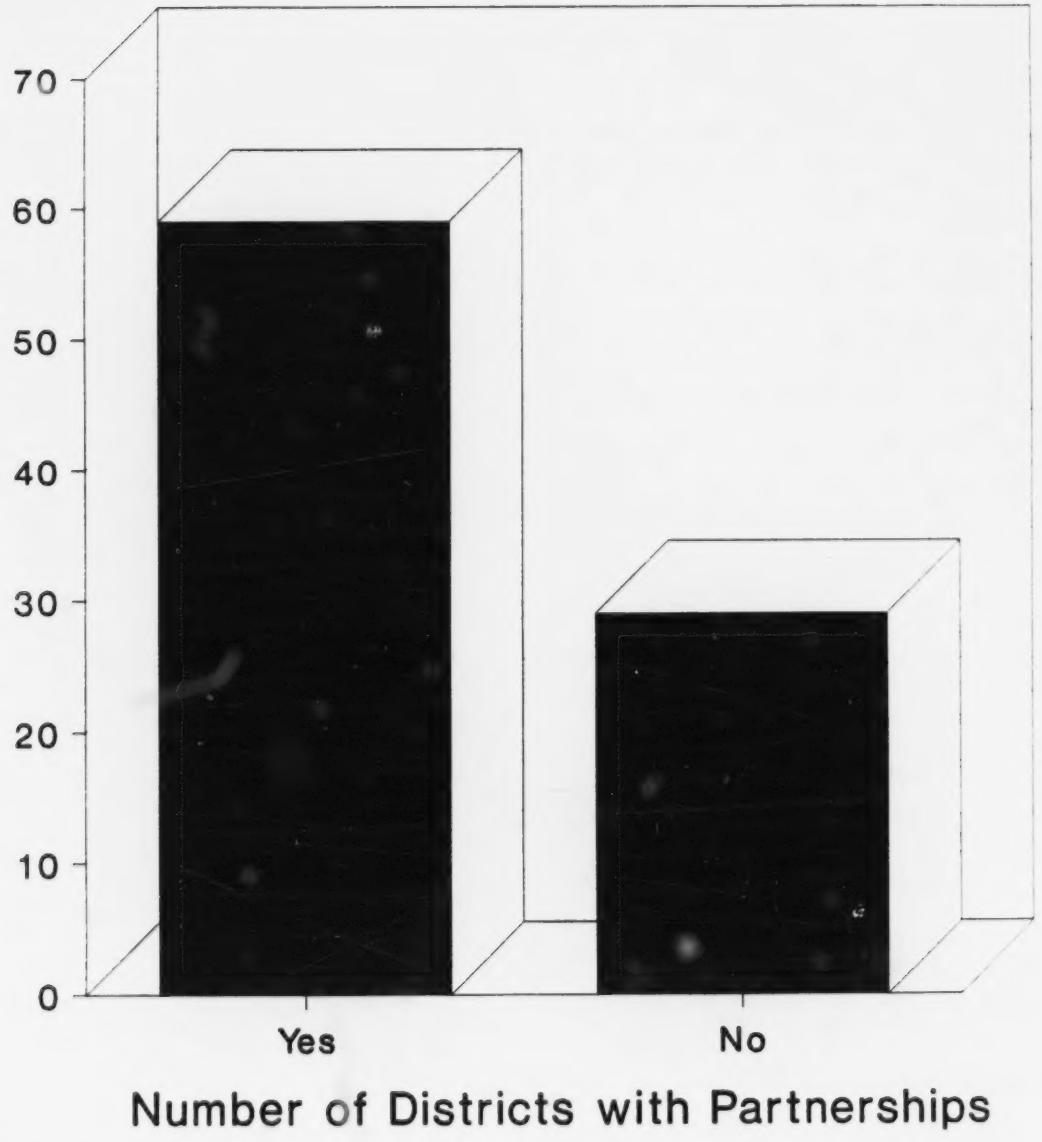

FIGURE 1

Vocational Education Program
Business Partnerships

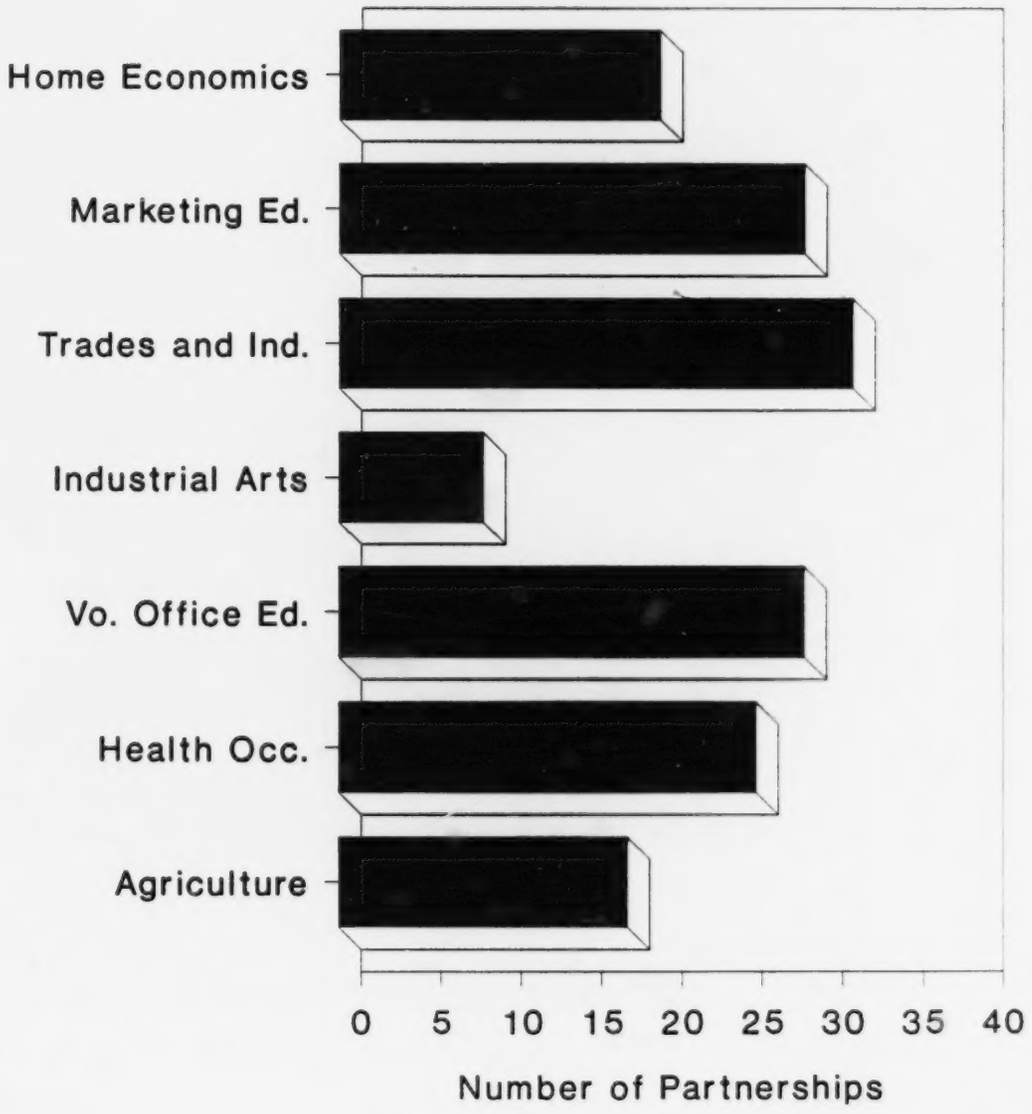

FIGURE 2

Types of Vocational Education / Business Partnerships

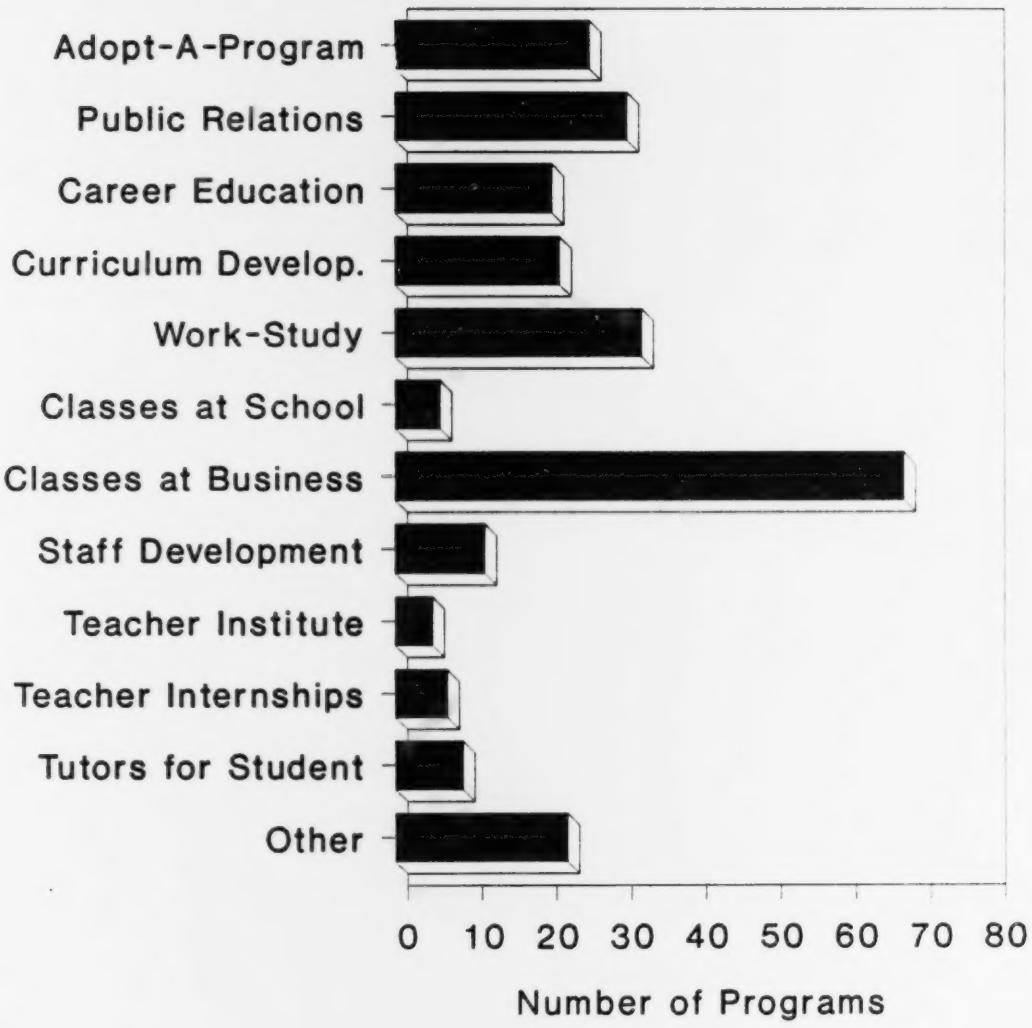

FIGURE 3

Table 1
Type of Activity in Partnership

Type of Activity	Number of Activities	Percent of Systems Participating in Activity (59)	Percent of Activity to Total Number (201)
Work Study	33	55.9	16.4
Public Relations	31	52.5	15.4
Adopt a School Program	26	44.0	12.9
Curriculum Development	22	37.2	10.9
Career Education	21	35.5	10.4
Staff Development	12	20.4	6.0
Business People as Tutors	9	15.2	4.5
Internships	7	11.8	3.5
Business Run Classes at Schools	6	10.1	3.0
Business Run Classes on Site	6	10.1	3.0
Business Run Teacher Institute	5	8.4	2.5
Other	23	38.9	11.4
Total	201		99.9

total activities reported.

Over fifty percent of the districts included work-study and public relations activities. Adopt-A-School programs were reported by 26 or 44.0% of the systems. Twenty two or 37.2% of the directors reported curriculum development as a part of the agreement. And career education was reported by 21 or 35.5% of the systems's vocational directors. The remaining items may be found in Table 1. The activities reported in the other category includes the following: guest speakers, fund raising, Partners in Education (PIE), donation of materials, employability seminars, curriculum assessment, certification tests, equipment, field trips, scholarships and FFA Alumni Chapter.

The partnerships were initiated by a variety of educational personnel and persons from business and industry. The directors were requested to check only one area but we received multiple responses. Therefore, it is not possible to clearly identify the person or persons that were most instrumental in initiating the partnership agreements. However, the responses clearly show the persons that were most frequently involved in initiating the partnerships. Figure 4 presents the most frequently listed initiator by title.

A total of 82 persons were reported as being initiators by the 59 directors. The most frequently listed person was the vocational teacher with 34 or 41.5% of the total initiators. The second most frequently listed person was the vocational director with 21 or 25.6% of the total. Principals were third with 9 or 10.9% and businesspersons were fourth with 8 or 9.7%. Those listed as others accounted for 10 or 12.2%. The persons identified as others are: superintendent, vocational counselor, UT faculty member, advisory committee member, central staff member,

Initiators of Vocational Education / Business Partnerships

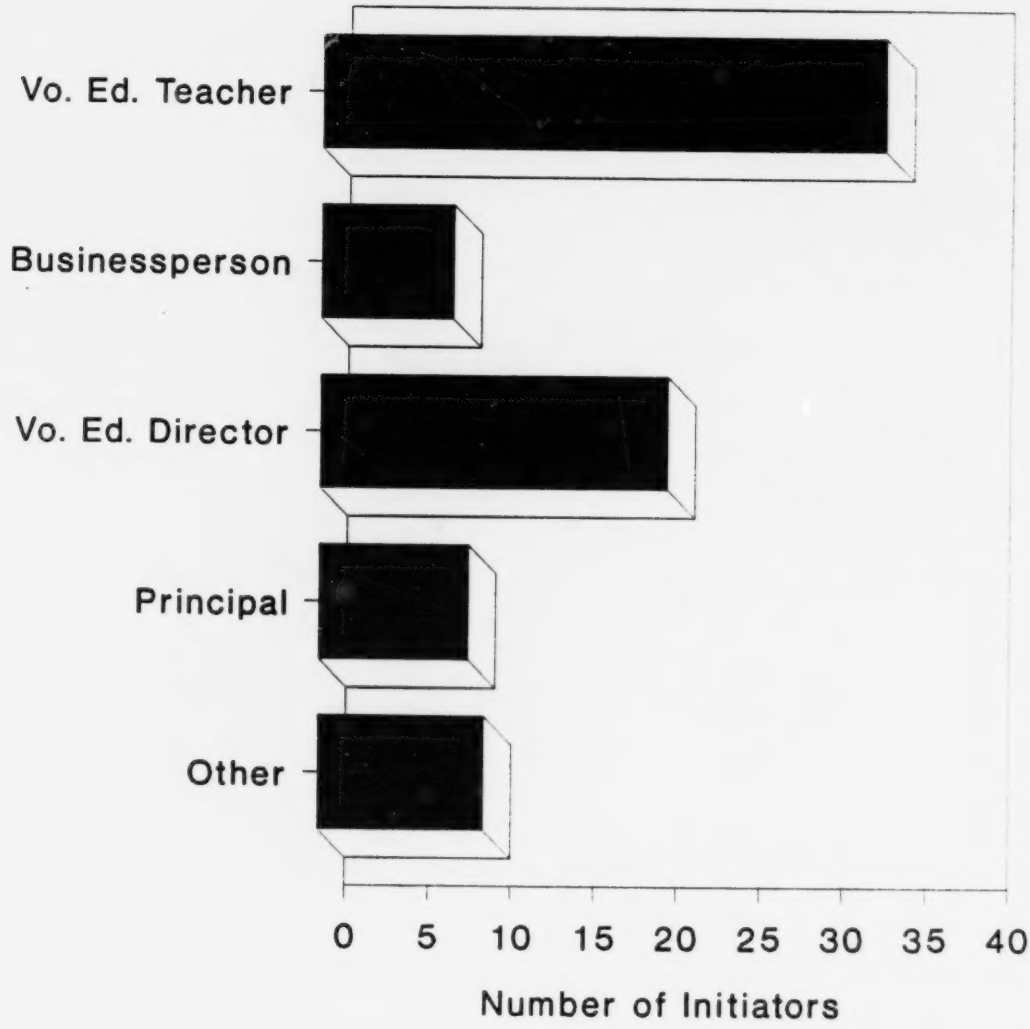

FIGURE 4

chamber of commerce, PIE coordinator, apprentice committee, job-placement coordinator and community education director.

Private Sector Questionnaire

Vocational directors provided 68 names and addresses for persons in vocational education and 56 persons in business and industry to receive the Private Sector Initiatives to Modernize Vocational Education Questionnaire (PSQ). Fifty three or 77% of the PSQ were returned by the vocational personnel in time to be included in the analysis. Twenty-two or 39% of the PSQ were returned by the business and industry person in time to be included in the analysis.

The majority (77.3%) of the business and industry respondents were from firms with 150 or fewer local employees. Fifty nine percent of the respondents were from firms with less than 100 employees. Five respondents or 22.7% were from firms with more than 150 local employees. Table 2 contains the detailed information.

Table 2
Number of Local Employees For Business Respondents

Number of Local Employees	N	%
Less than 50	8	36.4
50 to 99	5	22.7
100 to 150	4	18.2
More than 150	5	22.7
Total	22	100.0

The first question, "Who initiated your vocational education/business partnership program?", received similar responses from both surveyed respondents. Vocational teachers were the most

frequently listed persons with 31 or 55.3% by the vocational respondents and 15 or 65.2% of the business respondents and 3 or 13.0% of the business respondents. The complete listing may be found in Table 3. The other category included the following: school board member, county executive, State Department of Education, Chamber of Commerce, superintendent and supervisor of instruction.

Table 3
Persons To Initiate The Vocational Education/Business Partnership

Person	Vocational Education N	%	Business & Industry N	%
Vocational Teacher	31	55.3	15	65.2
Business Leader	3	5.4	2	8.7
High School Principal	2	3.6	0	0.0
Vocational Administrator	11	19.6	3	13.0
Other	9	16.1	3	13.0
Total	56	100.0	23	100.0

The majority of the respondents, 33 or 58.9% of the vocational respondents and 17 or 73.5% of the business respondents indicated the partnership was initiated before or during the 1985-86 school year. The most frequently selected response was the other category for both groups. Please refer to Table 4 for specific details. Some uncertainty was reported due to the partnerships being in existence before the present vocational teachers were employed.

Table 4
School Year For Initiating Vocational Education/Business Partnership

School Year	Vocational Education N	%	Business & Industry N	%
1988-89	4	7.2	2	8.7
1987-88	13	23.2	2	8.7
1986-87	6	10.7	2	8.7
1985-86	11	19.6	7	30.4
Other	22	39.3	10	43.5
Total	56	100.0	23	100.0

Table 5 contains the detailed information pertaining to the duration of commitment to the vocational education/business partnership. Over 65% of both groups indicated the commitment was for more than three years. The second most frequently selected category was one year commitment with 13 or 23.2% for the vocational respondents and 6 or 26.1% of the respondents from business.

Table 5
Duration Of Commitment To Vocational Education/Business Partnership

Length of Committment	Vocational Education N	%	Business and Industry N	%
One Year	13	23.2	6	26.1
Two Years	3	5.4	1	4.3
Three Years	3	5.4	1	4.3
More Than Three Years	37	66.0	15	65.2
Total	56	100.0	23	100.0

Table 6 contains the information with respect to the type of activities for the vocational education/business partnerships. The respondents were able to identify multiple types of activities. The majority of the respondents, 48 or 85.7%, indicated advisory activities as the most frequently identified partnership activity. The second most frequently identified activity was serving as guest speakers with 43 or 76.8% of the respondents. Providing work-study jobs was identified by 30 or 53.6% of the respondents.

Table 6
Activities For Vocational Education/Business Partnership Combined Responses

Activities	N	% of Respondents
Advisory	48	85.7
Staff Development	15	26.8
Guest Speaker	43	76.8
Tutor	16	28.6
Work-study Jobs	30	53.6
Financial Support	26	46.4
Curriculum Development	27	48.2
Represent Vocational Education at Hearings	7	12.5
Represent Vocational Education to Others	27	48.2
Other	9	16.1
Total	248	

The respondents were further analyzed by dividing the respondents into two groups, namely the vocational and business respondents. Table 7 presents the responses by each category. Advisory category was the most

frequently identified activity for both groups. This was identified by twenty two or 95.7% of the business and 26 or 78.8% of the vocational respondents. The second most frequently identified activity was serving as guest speakers for both groups with 18 or 78.3% of the business and 25 or 75.8% of the vocational respondents. The business respondents, 15 or 65.2%, identified work-study jobs while the vocational respondents, 18 or 54.5%, identified financial support for the third most frequently identified activity.

Table 7
Activities For Vocational Education/Business Partnership

Activities	Business		Vocational Education	
	N	% of Respondents (23)	N	% of Respondents (33)
Advisory	22	95.7	26	78.8
Staff Development	6	26.1	9	27.3
Guest Speaker	18	78.3	25	75.8
Tutor	7	30.4	9	27.3
Work-study Jobs	15	65.2	15	45.5
Financial Support	8	34.8	18	54.5
Curriculum Development	12	52.2	15	45.5
Represent Vocational Education at Hearings	3	13.0	4	12.1
Represent Vocational Education to Others	13	56.5	14	42.4
Other	3	13.0	6	18.2
Total	107		141	

Fifteen or 65.2% of the business respondents indicated their partnerships had specific goals and 8 or 34.8% indicated they did not contain specific goals. Only 33 vocational education respondents answered this question. Of the 33 that responded, 20 or 64.5% indicated their partnerships contained specific goals and 11 or 35.5% indicated they did not contain specific goals.

The respondents were requested to provide the specific goals in their partnership agreements. The list of goals may be found in Table 8. Twenty three of total respondents indicated their partnership had specific written goals which were most important for their partnerships. Table 8 lists the goals in the order of the most frequent to the least frequent written goals. Of the 23 providing information in this section, 13 or 56.5% specified preparing students for careers as the most frequently written goal of their vocational education/business partnerships. Eight or 34.7% of the respondents indicated the second most frequently written goal identified was to enable students to see the real world. Seven or 30.4% of the respondents responding to this section indicated two goals which are to provide jobs for students and to motivate students for job success. Please refer to Table 8 for a complete listing of the written goals.

The model for vocational education/business partnership was developed to assist vocational educational administrators and teachers in initiating or revising partnership agreements were secured from the Tennessee Ideas Partnership respondents as well as from reviewing the related literature. The literature did not provide a detailed set of steps or procedures for initiating new or revising existing partnership agreements.

Table 8
Written Goals for Vocational Education/Business Partnership

Goals	Frequency of Responses
Prepare Students For Careers	13
Enable Students To See The "Real World"	8
Provide Jobs For Students	7
Motivate Students For Job Success	7
Establish Good Public Relations	6
Enable Students To See Role-Models In Business Community	4
Inform Students Of Employment Needs	4
Assist With Curriculum Development	4
Encourage Students To Get Involved In The Community	3
Provide Needed Services For All Involved	3
Provide Teachers With Technical Assistance	3
Promote Quality Education	3
Act As A Liaison Between The School And Business Communities	3
Provide Trained Workers To Business	3
Provide Money For Teaching Aids, Equipment, Trips, Etc.	2
Conduct Program Evaluation And Improvement	2
Provide Employee And Employer Recognition	2
Various Goals For Various Programs	2
Participate In In-Service Training	2
Prevent Students From Dropping Out	2
Give Business "Free Advertising"	1
Inform Legislators Of Money Needed For Vocational Education Programs	1

Perceived Benefits

A list of benefits to businesses involved in partnerships was provided in the questionnaire. Each respondent could identify more than one benefit. Table 9 contains the combined responses and Table 10 provides the responses for the vocational and business respondents. Personal satisfaction as a part of an educational team had the highest number of responses with 51 or 91.1% of the total respondents. The second most frequently identified benefit was personal satisfaction in helping people with 48 or 85.7% of the total respondents. Forty seven or 83.9% of the total respondents identified the benefit of a more reliable and continuous supply of workers. The fourth most frequently identified benefit of the total respondents was social responsibility/community service with 46 or 82.1%. Please refer to Table 9 for the remaining items.

The two groups were not in complete agreement with respect to benefits to business from vocational education/business partnerships. Two benefits were identified most frequently by the business respondents with identical numbers. The two benefits were personal satisfaction as a part of an education team and personal satisfaction in helping people. Both benefits were by 22 or 95.7% of the business respondents. One benefit, personal satisfaction as a part of an education team, was identified by 29 or 87.9% of the vocational education respondents. The second most frequently identified benefit by the vocational education respondents was a more reliable and continuous supply of workers with 28 or 84.8%. The business respondents, 21 or 91.3% selected social

Table 9
Benefits To Business From Vocational Education/Business Partnership Combined Responses

Benefits	N	% of Respondents (56)
Personal Satisfaction As A Part Of An Educational Team	51	91.1
Personal Satisfaction In Helping People	48	85.7
More Reliable And Continuous Supply Of Workers	47	83.9
Social Responsibility/ Community Service	46	82.1
Reduce Training Costs	39	69.6
Access To Curriculum And Training Resources	32	57.1
Get More Out Of Tax Investment	22	39.3
Other	16	28.6
Total	301	

responsibility/community service as the third most frequent benefit. The vocational respondents had identical numbers for two benefits, to reduce training costs and personal satisfaction in helping people, with 26 or 78.8%. And the business respondents, 19 or 82.6%, identified the benefit of a more reliable and continuous supply of workers as their fourth most frequently selected benefit. Refer to Table 10 for the complete listings.

Table 10
Benefits To Business From Vocational Education/Business Partnership

Benefits	Business		Vocational Education	
	N	% (23)	N	% (33)
Personal Satisfaction As A Part Of An Educational Team	22	95.7	29	87.9
Personal Satisfaction In Helping People	22	95.7	26	78.8
More Reliable And Continuous Supply Of Workers	19	82.6	28	84.8
Social Responsibility/ Community Service	21	91.3	25	75.8
Reduce Training Costs	13	56.5	26	78.8
Access To Curriculum And Training Resources	12	52.2	20	60.6
Get More Out Of Tax Investment	7	30.4	15	45.5
Other	7	30.4	9	27.3
Total	123		178	

A list of benefits to vocational education for the partnership with business was provided. Two tables are provided to present the responses. Table 11 contains the combined responses and Table 12 outlines the responses for business and vocational education. Respondents were able to provide more than one response to this section.

The benefit to vocational education receiving the highest number of selections was employment opportunities for students by 52 or 92.9% of the total respondents. The second most frequently selected benefit was business became an advocate for vocational education by 49 or 87.5% of the total respondents selecting access to resources for enriching and

Table 11
Benefits To Education From Vocational Education/Business Partnership
Combined Responses

Benefits	N	% of Respondents (56)
Employment Opportunities For Students	52	92.9
Business Becomes Advocate For Vocational Education	49	87.5
Access To Resources For Enriching And Extending The Educational Process	46	82.1
Students Gain Exposure To "Real World"	46	82.1
Less Isolation From Community	43	76.8
Use Business People's Expertise For Instructional Activities	43	76.8
Access To Current Equipment And Facilities	40	71.4
Sponsors For Student Activities: Travel, Awards and Student Organizations	31	55.4
Professional Staff Development	26	46.4
Financial Aid Grants For Betterment Of Educational Process	13	23.2
Summer Employment For Teachers	8	14.3
Other	5	8.9
Total	402	

extending the educational process and students gain exposure to the real world. Please refer to Table 11 for the numbers and percentages for the remaining benefits.

The two groups were not in agreement for the perceived benefits to vocational education for the partnerships with business. Of the business respondents, 22 or 95.7% identified employment opportunities for students most frequently. Thirty one or 93.9% of the vocational education respondents most frequently identified the benefit that business becomes an advocate for vocational education. Access to resources for enriching and extending the educational process benefit was selected by 20 or 86.9% of the business respondents. Thirty or 90.9% of the vocational respondents selected employment opportunities for students as their second most frequently perceived benefit. Of the business respondents, 19 or 82.6% commented that students gain exposure to the real world for their third most frequently perceived benefit to vocational education. Of the vocational respondents, 27 or 81.8%, also selected this benefit for their third most frequently perceived benefit. More detailed analysis of the perceived benefits to vocational education from the partnerships may be found in Table 12.

Table 12
Benefits To Education From Vocational Education/Business Partnership

Benefits	Business		Vocational Education	
	N	% of Respondents (23)	N	% of Respondents (33)
Employment Opportunities For Students	22	95.7	30	90.9
Access To Resources For Enriching And Extending The Educational Process	20	86.9	26	78.8
Students Gain Exposure To "Real World"	19	82.6	27	81.8
Business Becomes Advocate For Vocational Education	18	78.3	31	93.9
Less Isolation From Community	18	78.3	25	75.8
Use Business People's Expertise For Instructional Activities	18	78.3	25	75.8
Access To Current Equipment And Facilities	15	65.2	25	75.8
Sponsors For Student Activities: Travel, Awards and Student Organizations	15	65.2	16	48.5
Professional Staff Development	7	30.4	19	57.6
Financial Aid Grants For Betterment Of Educational Process	6	26.1	7	21.2
Summer Employment For Teachers	3	13.0	5	15.2
Other	2	8.7	3	9.1
Total	163		239	

SUGGESTED MODEL FOR JOINT PARTNERSHIPS

The model for vocational education/business partnership (see Figure 5) was developed to assist vocational education administrators and teachers in initiating or revising partnership agreements. Ideas were secured from the Tennessee partnership respondents as well as from reviewing the related literature. The literature did not provide a detailed set of procedures for initiating new or revising existing partnership agreements. Efforts to initiate or revise partnership agreements should be more effective with respect to realizing maximum benefits for vocational programs, vocational students and teachers, and business and industry participants.

Process and program evaluation, as major headings in the model, are included to assist local vocational education personnel and business and industry personnel to think in terms of efficiency and effectiveness. Process evaluation should be used during the preplanning, planning and implementation phases. Ideas for improvement must be captured and put in writing during these phases or they may be lost. Ideas for improvement can be systematically explored by all persons involved which should enable more efficient and effective utilization of time and effort for current and subsequent efforts.

Program evaluation should be used to evaluate the overall effectiveness of the partnership agreements. Keeping the goals and objectives of the agreement visible during the year and focusing on and emphasizing the goals and objectives will enable the participants to modify efforts during current operations and help ensure their attainment. All persons involved could redouble their efforts but without a well defined goal, we will never know if or when we get there.

Program evaluation is measuring the overall effectiveness of the agreement. By reviewing the total accomplishments of the agreement for the written goals and objectives, the partnership effectiveness can be ascertained.

Suggested step-by-step statements have been included to further facilitate utilization of the model by local vocational education personnel. Local systems may elect to expand and include additional steps for any phase. The statements are not intended to be exhaustive but sufficient enough to initiate and conduct an effective local partnership with business and industry.

VOCATIONAL EDUCATION/BUSINESS PARTNERSHIP OPERATIONAL AND EVALUATION MODEL

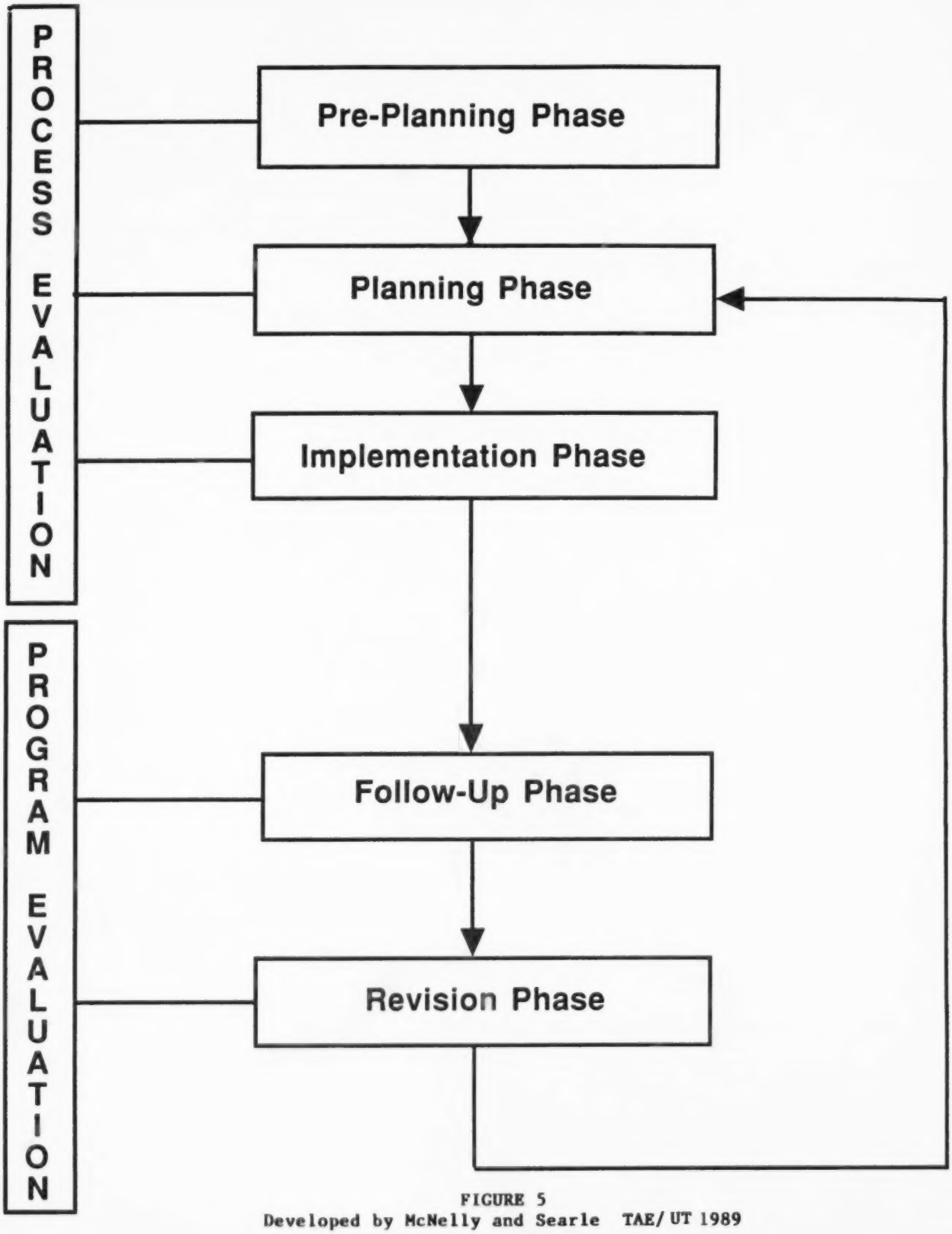

FIGURE 5
Developed by McNelly and Searle TAE/UT 1989

MODEL FOR VOCATIONAL EDUCATION/BUSINESS PARTNERSHIP

PROCESS EVALUATION

A. PRE-PLANNING PHASE

1. Determine overall needs:

-Examine community needs.
-Examine needs of businesses and employers.
-Examine educational needs.
-Examine specific vocational education needs.

2. Develop overall concept:

-Define and discuss basic and specific needs listed above.
-List overall goals of partnership program.
-List overall objectives of partnership programs.

3. Establish business contacts:

-Contact business people through involvement in professional organization, civic groups, Chamber of Commerce, merchants' associations, education committees, economic development committees, vocational education craft and advisory committees.

4. Receive approval from appropriate parties:

-Contact school district, staff and administration.
-Contact state staff.
-Contact building level staff and administration.

5. Make initial contacts:

-Send letter of inquiry to business contacts outlining overall concept.
-Send brochures about vocational education program and/or benefits of being involved.
-Conduct group presentations about partnership efforts to business contacts.
-Make "cold calls" to business contacts.

B. PLANNING PHASE

1. Conduct planning/initial meeting for all parties to be involved in partnership program:

-Outline and explain overall needs and broad concept of partnership program.
-Develop and conduct a needs assessment of all parties (i.e., survey, phone).
-Communicate strengths and needs of vocational education programs.

-Gain a commitment from all parties.
-Set up next planning meeting.

2. Conduct second planning meeting.

-Review needs assessment.
-Identify specific goals and objectives with all parties' input.
-Coordinate skills and interests of vocational educators and business people.
-Set up next planning meeting.

3. Conduct third planning meeting:

-List specific activities to accomplish goals and objectives.
-Delegate specific responsibilities to all parties.
-Develop a feasible schedule for accomplishment of goals, objectives, and activities.

4. Develop Partnership Agreement Contract for all parties to sign:

-Outline goals, objectives, activities and schedule for accomplishment.
-Send to all parties for signature.
-Returned signed copies of agreement to all parties.

C. IMPLEMENTATION PHASE

1. Sponsor ceremony to formally recognize business and vocational education partners:

-Send out attractive invitations to all parties and administration.
-Develop a short program with student involvement.
-Serve dessert or meal.
-Solicit maximum participation and commitment from all parties.

2. Conduct agreed upon activities in schools and businesses to accomplish goals and objectives of partnership program.

3. Maintain frequent communications and close follow-up of all parties' involvement.

4. Monitor progress and make necessary adjustments.

PROGRAM EVALUATION

A. FOLLOW-UP PHASE

1. Review accomplishments and progress of all parties' involvement in designated/agreed upon activities:

   -Ask for reports of activities accomplished.

2. Conduct formal program evaluation of all parties' involvement and achievements:

   -Send evaluation instruments - keyed to goals, objectives, and activities to all parties involved: business people, educators, students, and parents.
   -Review evaluation feedback and compile suggestions for improvement.

3. Solicit business and advisory committee input in evaluation process:

   -Conduct evaluation meeting.
   -Ask for reactions to suggestions for improvement.

4. Sponsor appreciation ceremony to formally recognize and thank all parties involved in partnership:

   -Provide a tangible means of recognition for all business partners (i.e., plaque, pen set, coffee mug).
   -Solicit participation for following year.

5. Send follow-up letter to business partners and other business administrators in organizations:

B. REVISION PHASE

1. Revise existing program to meet goals and objectives for new school year:

   -Set new program goals, objectives, and activities for revised second year partnership program.
   -Secure advisory committee suggestions and approval of revised partnership program.
   -Solicit business participation for second year partnership program.
   -Submit revised partnership program to school board.

(After School Board approval, begin formal planning phase for second year partnership program.)

CONCLUSIONS

Vocational education/business partnerships provide for a variety of benefits to the respective business persons and businesses as well as to vocational education programs, teachers and students. Vocational teachers initiated the majority of the partnerships with business and industry. The partnership initiated by vocational teachers may be program specific rather than for all of the vocational programs in each local school system.

The majority of the vocational education/business partnerships in this study have been in operation for more than three years. The partnerships may be an extension of advisory committees that were entered into without the benefit of specific written goals and objectives for such partnerships. The majority of the respondents indicated they had commitments for more than three years. Further, the commitment to partnership by business and industry for more than three years is commendable.

The respondents from the two groups were in agreement with one another with respect to the activities and benefits to business and vocational education. Differences between the two groups were relatively small in magnitude. The most notable differences for activities were in the areas of financial support and representing vocational education to others. The percentage for vocational respondents to financial support was much higher than what was found by the business respondents. On the other activity, representing vocational education to others, the business respondents frequency was higher than what was found by the vocational educators.

The activities for vocational education/business partnerships most frequently include the following:

1. Advisory
2. Guest Speakers
3. Work Study Jobs

In the area of benefits to business from the partnerships with vocational education, three item frequencies were different enough to warrant further discussion. The vocational education respondents selected reduced training costs and getting more out of tax investment more frequently than did the respondents from business and industry. The business respondents selected social responsibility/community service more frequently than the vocational educators.

The two groups were in agreement for the majority of benefits to vocational education from partnership with business and industry. The frequency responses for business becoming an advocate for vocational education and sponsors for student activities were the two with the largest difference. Vocational educators responded more frequently to business becoming an advocate for vocational education than the frequency from the business respondents. The business respondents more frequently selected sponsoring student activities than the vocational education respondents. The two groups were much closer on the remaining items.

Only 56.5% of the respondents provided specific written goals. This finding may suggest the other respondents did not know or could not specify written goals. The goals provided did not show much consistency.

The most frequently perceived benefit by the business respondent to business for participating in a partnership with vocational education include the following:

1. Personal satisfaction as a part of an educational team.
2. Personal satisfaction in helping people.
3. Social responsibility/community service.
4. More reliable and continuous supply of workers.

The most frequently perceived benefit by the vocational education respondents for participating with business in a partnership include the following:

1. Business becomes advocate for vocational education.
2. Employment opportunities for student.
3. Students gain exposure to real world.
4. Access to resources for enriching and extending the educational process.
5. Use business people's expertise for instructional activities.
6. Less isolation from community.

There were a few differences between the two groups on the benefits for entering into a partnership. However, the differences were not significantly different. The self perceived value for participating in a partnership by both groups are notable and beneficial to both groups.

RECOMMENDATIONS

Formal joint partnership agreements between vocational education and business and industry provide benefits to both groups. Subsequent joint partnerships in Tennessee may be more productive by considering the following recommendations:

1. Local partnerships should follow a model for implementing and operating joint partnerships. Vocational education personnel should be prepared to share and discuss the various stages and the total process with business and industry members.
2. Members from business and industry for a joint partnership should come from the highest possible level, i.e., owners, presidents, and managers. Supervisors and incumbent workers may be interested but do not have the authority to commit the resources.
3. The advisory committees should be used as a vehicle to help implement joint partnerships. Partnership agreements should be supplemental to the traditional roles of local advisory committees.
4. Local partnerships with business and industry should have specific written goals and objectives. This will assist in communicating to very busy people the role and scope of the partnerships as well as providing a focus for activities. A list of suggested goals and objectives should be prepared and presented to the business and industry members at the earliest possible meeting. The goals and objectives should

be mutually acceptable to vocational education personnel and business and industry members.

5. Potential benefits for both groups in a partnership agreement should be discussed before and during the partnership. This procedure would enable both groups to more fully realize the beneficial exchange between vocational education and business and industry.

6. Partnerships with business and industry should be evaluated annually and include process and program evaluation. Process evaluation will enable corrections to be made as needed and help assure the attainment of the stated goals and objectives. Program evaluation will enable all parties to assess the effectiveness of the partnership.

7. The State should encourage local vocational education personnel to enter into and operate formal joint partnership agreements. Local vocational education programs will receive invaluable assistance and be better able to continue to offer relevant quality vocational education programs by operating formal joint partnerships with business and industry.

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APPENDIX A

McNelly/Searle
11/15/88

EVALUATION PROJECT RESEARCH COMPONENT

School District/County _____ Vocational Director _____ Phone Number _____

VOCATIONAL DIRECTOR'S SURVEY

Your assistance is requested to identify examples of collaboration between business and industry and secondary vocational education in your system. Regular vocational education advisory committees will not be considered collaboration for the purposes of this study. The information gained from this study will assist us in our final report. Please take time to answer the following questions and return this survey today.

1. Do any of your vocational education programs participate in partnerships with business and industry? Yes_____ No_____

   If you answered "NO" to the above question, please return this survey. If you answered "YES" to the above question, please continue to answer the following questions.

2. Which of the following vocational programs in your system participate in vocational education/business partnerships? (please check below)

   a. Home Economics _____
   b. Marketing Education _____
   c. Trades and Industry _____
   d. Industrial Arts _____
   e. Vocational Office Education _____
   f. Health Occupations _____
   g. Agriculture _____

3. What type of vocational education/business partnerships exist in your system? (check all that apply)

   a. "Adopt-a-Programs" by businesses _____
   b. Vocational Education Week/public relations _____
   c. Career education programs sponsored by business _____
   d. Businesspeople assisting with curriculum development _____
   e. Work-study programs for students _____
   f. Business-run classes in the schools _____
   g. Business-run classes on-site _____
   h. Staff development activities by businesspeople _____
   i. Business-run teacher institutes _____
   j. Business internships for teachers _____
   k. Businesspeople tutoring students one-on-one _____
   l. Other (please specify) _____

4. Who initiated the vocational education/business partnerships in your system? (check only one)

   a. Vocational Education Teacher _____
   b. Businessperson _____
   c. Vocational Education Director _____
   d. Principal _____
   e. Other (please specify) _____

** Please provide the information requested on the following page.

VOCATIONAL EDUCATION/BUSINESS PARTNERSHIPS

Please assist us in identifying vocational staff in your schools and a business community member who can be contacted regarding the benefits and planning efforts of vocational education/business partnerships.

Vocational Education Person Involved in Partnership_____

Title_____

High School_____

High School Address_____

High School Phone Number_____

Businessperson Involved in Partnership_____

Title_____

Business Name_____

Business Address_____

Business Phone Number_____

Thank you for your prompt attention!

APPENDIX B

McNelly/Searle
05/02/89

PRIVATE SECTOR INITIATIVES TO MODERNIZE VOCATIONAL EDUCATION
BUSINESS QUESTIONNAIRE

There are no right or wrong answers. Each questionnaire will be confidential; only collective data will be compiled and reported. Your response is very important, so please take a few minutes today to complete the questionnaire. Once completed, please return the questionnaire in the envelope provided.

BUSINESS NAME_____ **TYPE OF BUSINESS**_____

BUSINESSPERSON NAME_____ **TITLE**_____

BUSINESS ADDRESS_____

BUSINESS PHONE NUMBER_____ **NUMBER OF LOCAL EMPLOYEES**_____

1. **Who initiated your vocational education/business partnership program? (check only one answer)**

   ( ) A. Vocational Education Teacher
   ( ) B. Business Leader
   ( ) C. High School Principal
   ( ) D. Vocational Education Administrator
   ( ) E. Other (please specify)_____

2. **When was your vocational education/business partnership program initiated? (check only one answer)**

   ( ) A. 1988-1989 school year
   ( ) B. 1987-1988 school year
   ( ) C. 1986-1987 school year
   ( ) D. 1985-1986 school year
   ( ) E. Other (please specify)_____

3. **How long is your business' commitment to the vocational education/business partnership program?**

   ( ) A. one year
   ( ) B. two years
   ( ) C. three years
   ( ) D. longer than three years (please specify)_____

4. **What kinds of activities are you involved in with your vocational education/business partnership program? (check all that apply)**

   ( ) A. Serve in an advisory capacity
   ( ) B. Participate in staff development activities
   ( ) C. Serve as a guest speaker to vocational education classes
   ( ) D. Serve as a one-on-one or small group tutor to vocational education students
   ( ) E. Provide work-study jobs for students
   ( ) F. Provide financial support for equipment or facilities
   ( ) G. Participate in curriculum development updating activities
   ( ) H. Represent vocational education at local, state, and national hearings.
   ( ) I. Represent vocational education to the community, parents, and prospective students.

(Please go to next page)

( ) J. Other (please specify)_____

_____

_____

5. **Does your vocational educational/business partnership program have specific, stated goals? (check only one)**

( ) A. Yes
( ) B. No

6. **If you answered "Yes" to question #5, please list the goals of your vocational educational education/business partnership program.**

A._____

B._____

C._____

D._____

E._____

7. **Please outline the steps it took for your business to get your vocational education/business partnership initiated and implemented.**

A._____

B._____

C._____

D._____

E._____

8. **How does your business benefit from your involvement in your vocational education/business partnership program? (check all that apply)**

( ) A. Social responsibility/community service

( ) B. Getting more out of your tax investments

( ) C. Receiving a more reliable and continuing supply of workers

( ) D. Reduced training costs for well-trained employees

( ) E. Access to curriculum and training resources

( ) F. Personal satisfaction from being a part of the educational team

( ) G. Personal satisfaction found in helping people become successful

( ) H. Other (please specify)_____

_____

_____

(Please go to next page)

9. **How do you believe the educational system benefits from your involvement in the vocational education/business partnership program? (check all that apply)**

( ) A. Business becomes an advocate for vocational education

( ) B. Less isolation from community

( ) C. Access to resources for enriching and extending the educational process

( ) D. Employment opportunities for students

( ) E. Use of businesspeople's expertise for classroom instruction, field trips, and consulting

( ) F. Access to current equipment and facilities

( ) G. Access to student activity sponsors for travel, awards, judging of events, and student organization support

( ) H. Exposure for students to the "real world" opportunities

( ) I. Opportunity for professional staff development

( ) J. Opportunity for summer employment for teachers

( ) K. Financial aid grants for the betterment of the educational process

( ) L. Other (please specify)_____

_____

_____

Thank you for your prompt attention!

McNelly/Searle
05/02/89

PRIVATE SECTOR INITIATIVES TO MODERNIZE VOCATIONAL EDUCATION
EDUCATION QUESTIONNAIRE

There are no right or wrong answers. Each questionnaire will be confidential; only collective data will be compiled and reported. Your response is very important, so please take a few minutes today to complete the questionnaire. Once completed, please return the questionnaire in the envelope provided.

TEACHER_____ **PROGRAM AREA**_____

SCHOOL_____ **SCHOOL PHONE NUMBER**_____

SCHOOL ADDRESS_____

1. Who initiated your vocational education/business partnership program? (check only one answer)

   ( ) A. Vocational Education Teacher
   ( ) B. Business Leader
   ( ) C. High School Principal
   ( ) D. Vocational Education Administrator
   ( ) E. Other (please specify)_____

2. When was your vocational education/business partnership program initiated? (check only one answer)

   ( ) A. 1988-1989 school year
   ( ) B. 1987-1988 school year
   ( ) C. 1986-1987 school year
   ( ) D. 1985-1986 school year
   ( ) E. Other (please specify)_____

3. How long is your vocational program's commitment to the vocational education/business partnership program?

   ( ) A. one year
   ( ) B. two years
   ( ) C. three years
   ( ) D. longer than three years (please specify)_____

4. What kinds of activities are your business parther(s) involved in with your vocational education/business partnership program? (check all that apply)

   ( ) A. Serve in an advisory capacity
   ( ) B. Participate in staff development activities
   ( ) C. Serve as a guest speaker to vocational education classes
   ( ) D. Serve as a one-on-one or small group tutor to vocational education students
   ( ) E. Provide work-study jobs for students
   ( ) F. Provide financial support for equipment or facilities
   ( ) G. Participate in curriculum development updating activities
   ( ) H. Represent vocational education at local, state, and national hearings.
   ( ) I. Represent vocational education to the community, parents, and prospective students.

(Please go to next page)

( ) J. Other (please specify)_____

_____

_____

5. **Does your vocational educational/business partnership program have specific, stated goals? (check only one)**

( ) A. Yes
( ) B. No

6. **If you answered "Yes" to question #5, please list the goals of your vocational educational education/business partnership program.**

A._____

B._____

C._____

D._____

E._____

7. **Please outline the steps it took for your school to get your vocational education/business partnership initiated and implemented.**

A._____

B._____

C._____

D._____

E._____

8. **How do you believe your business partners benefit from their involvement in your vocational education/business partnership program? (check all that apply).**

( ) A. Social responsibility/community service

( ) B. Getting more out of your tax investments

( ) C. Receiving a more reliable and continuing supply of workers

( ) D. Reduced training costs for well-trained employees

( ) E. Access to curriculum and training resources

( ) F. Personal satisfaction from being a part of the educational team

( ) G. Personal satisfaction found in helping people become successful

( ) H. Other (please specify)_____

_____

_____

(Please go to next page)

9. **How do you believe your school system benefits from your involvement in the vocational education/business partnership program? (check all that apply)**

( ) A. Business becomes an advocate for vocational education

( ) B. Less isolation from community

( ) C. Access to resources for enriching and extending the educational process

( ) D. Employment opportunities for students

( ) E. Use of businesspeople's expertise for classroom instruction, field trips, and consulting

( ) F. Access to current equipment and facilities

( ) G. Access to student activity sponsors for travel, awards, judging of events, and student organization support

( ) H. Exposure for students to the "real world" opportunities

( ) I. Opportunity for professional staff development

( ) J. Opportunity for summer employment for teachers

( ) K. Financial aid grants for the betterment of the educational process

( ) L. Other (please specify)_____

_____

_____

Thank you for your prompt attention!